



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1135 N. Main St, San Luis, AZ 85349

Gadsden Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Carlos Robles
 Schedule : 07:00 AM to 04:00 PM
 Grades : 7-8
 Web Address : www.gesd32.org
 Phone Number : (928) 627-6926
 Fax Number : (928) 627-9339
 E-mail : carobles@gesd32.org

Mission

Our mission is to provide high quality and interesting educational programs, with an emphasis in English comprehension and fluency, dedicated to ensure a brighter future for our students through student-centered learning. Our educational personnel and community will support our student centered learning. We are committed on being an "English Learning Community."

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will perform at grade level or above in reading, language, and mathematics using district and state-approved evaluation instruments (AIMS, State Standards and District Benchmark tests).
- ü To prepare our ELL students with English language skills for successful academic achievement through the implementation of SIOP/SEI strategies.
- ü To increase our student's oral language fluency by teaching vocabulary and oral communication skills by using cooperative learning strategies.
- ü To instill the thinking in the community, that we are an English Learning Community and that by working together we will achieve the levels of proficiency necessary to help our children succeed.

Enrollment

October 1, 2005 School Year Student Enrollment : 600
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü SEI
- ü Middle School Philosophy
- ü On-site Special Education
- ü Gifted
- ü After-school tutoring
- ü Community Works
- ü Law Related Education
- ü Parent Project

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school is a 'English Learning Community' & provides a safe learning enviroment. We have high academic standards that are aligned to our curriculum. A month before the school year begins, an information letter is sent to all students welcoming them to school. In the letter we specify the expectations of our students as well as their parents. An orientation meeting is held for 6th graders before the end of the year. We have monthly newsletters & grades are reported 8 times per year.

Parents

Our district has a strict dress code policy that we enforce everyday of the school year. Parents are to have students dress appropriately each school day. Parents are to send their children to school every day. Parents are encouraged to participate as school volunteers and to become involved in their child's education. Parents are invited to participate in site council, PTO, and other school activities.

Transportation Policy

Transportation is provided for students who live more than one mile from school and for students with disabilities as indicated in their Individual Education Plan or 504 Plan. All other students walk or are transported by parents.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 1st Place Student - Statewide Spanish Spelling Bee	2004
ü Athletic Championships: 8th Boys/ 7th Girls Soccer	2005
ü Our Middle School marching Band is #1 in Yuma County	2005
ü Yuma County Chess Champions - 11 out of 12 yrs	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	595	78546	99	100	97	501	507	543	38	32	15	28	28	18	32	36	52	2	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	291	38645	100	100	98	507	512	545	32	26	13	30	32	18	36	41	54	1	2	15
Male	153	304	39792	98	99	97	495	502	542	43	39	17	25	25	17	29	32	50	3	4	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	295	594	31177	99	100	97	501	507	524	38	32	22	28	28	23	32	36	48	2	3	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	17	44	8093	94	98	82	467	462	489	76	75	50	18	14	24	6	11	23	NA	NA	2
Students without Disabilities	279	551	70453	100	100	100	503	510	549	35	29	11	28	29	17	34	38	56	2	3	16
Limited English Proficient Students	52	223	9323	100	100	94	487	494	491	48	41	47	25	30	28	27	28	24	NA	0	1
Migrant Students	69	118	674	97	98	95	511	512	515	23	24	28	38	36	27	36	37	40	3	3	5
Economically Disadvantaged	294	593	34694	99	99	96	501	507	524	38	33	23	28	28	23	32	36	48	2	3	7
Non-Economically Disadvantaged	NC	NC	43852	NC	NC	99	NC	NC	559	NC	NC	10	NC	NC	13	NC	NC	56	NC	NC	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	595	79045	99	100	98	470	474	512	30	24	10	39	43	25	30	32	58	0	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	291	38860	100	100	98	478	481	519	20	16	7	45	47	22	35	35	62	1	1	8
Male	153	304	40075	98	99	97	462	466	505	40	33	12	34	38	28	26	29	54	NA	0	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	295	594	31314	99	100	98	470	474	493	30	24	16	39	43	34	30	32	48	0	1	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	17	44	8552	94	98	87	441	439	463	59	61	35	35	27	40	6	11	23	NA	NA	1
Students without Disabilities	279	551	70493	100	100	100	471	476	517	28	21	7	39	44	24	32	34	62	0	1	8
Limited English Proficient Students	52	223	9355	100	100	95	457	458	456	42	34	37	38	49	48	19	17	15	NA	NA	0
Migrant Students	69	118	682	97	98	96	476	477	480	14	15	23	51	52	37	35	31	39	NA	2	1
Economically Disadvantaged	294	593	34922	99	99	96	470	474	493	30	24	15	39	43	34	31	32	48	0	1	3
Non-Economically Disadvantaged	NC	NC	44123	NC	NC	99	NC	NC	527	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	294	594	79657	99	100	99	535	544	566	8	6	3	14	12	8	78	82	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	291	39120	100	100	99	555	560	580	3	2	2	11	8	4	85	90	92	NA	0	2
Male	151	303	40423	97	99	98	516	528	553	13	10	5	17	15	12	71	75	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	293	593	31642	99	100	99	535	544	552	8	6	5	14	12	11	78	82	84	NA	0	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	17	44	9069	94	98	92	483	487	508	18	11	11	35	39	30	47	50	58	NA	NA	1
Students without Disabilities	277	550	70588	99	100	100	538	548	573	8	5	2	13	9	5	80	85	91	NA	0	1
Limited English Proficient Students	51	222	9521	98	100	96	487	520	507	20	9	13	20	17	24	61	74	63	NA	NA	0
Migrant Students	68	117	694	96	98	98	555	553	546	3	3	5	12	11	12	85	85	82	NA	NA	1
Economically Disadvantaged	292	592	35341	98	99	97	535	543	551	8	6	5	14	12	12	78	82	83	NA	0	0
Non-Economically Disadvantaged	NC	NC	44316	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	5	NC	NC	90	NC	NC	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	305	622	78400	98	98	97	521	521	554	40	40	21	27	25	19	31	31	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	308	38686	97	98	98	522	519	554	40	41	20	28	27	20	29	31	49	3	2	12
Male	142	312	39636	98	98	96	520	522	554	40	40	23	25	24	18	32	32	46	3	4	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	302	619	30732	97	98	97	521	521	534	40	41	31	26	25	24	31	31	40	3	3	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	21	44	7840	100	100	81	487	480	498	62	73	60	29	20	18	10	7	20	NA	NA	2
Students without Disabilities	284	578	70560	98	98	99	523	524	560	38	38	17	26	26	19	32	33	50	3	3	14
Limited English Proficient Students	173	385	8956	98	98	95	505	507	502	54	52	56	25	26	25	20	20	18	1	2	1
Migrant Students	58	99	676	100	98	95	527	522	523	33	37	38	28	24	25	36	36	36	3	2	1
Economically Disadvantaged	303	619	33014	97	98	95	521	521	534	40	41	31	26	25	24	31	31	40	3	3	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

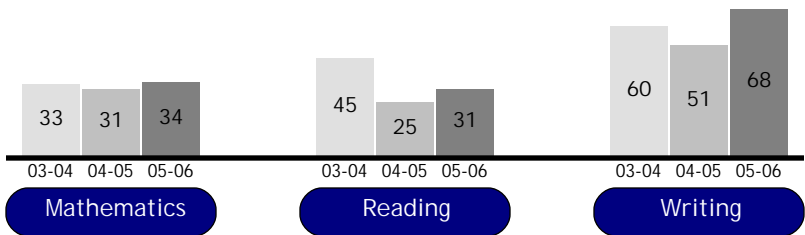
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	305	623	79179	98	99	98	482	481	519	24	25	11	45	43	27	31	31	58	0	0	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	309	38974	97	99	99	488	486	524	16	18	8	51	46	25	34	35	61	NA	0	5
Male	142	312	40124	98	98	97	475	476	513	33	31	13	39	41	28	27	27	54	1	1	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	302	620	30987	97	98	98	482	481	498	24	25	17	46	44	36	30	31	45	0	0	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	21	44	8567	100	100	88	450	449	467	57	59	39	33	34	38	10	7	22	NA	NA	1
Students without Disabilities	284	579	70612	98	98	99	485	484	524	21	22	7	46	44	25	32	33	62	0	1	5
Limited English Proficient Students	173	386	9013	98	98	95	464	465	461	33	33	40	54	51	48	13	16	12	NA	NA	0
Migrant Students	58	99	680	100	98	96	484	482	487	24	26	20	41	42	43	34	31	36	NA	NA	1
Economically Disadvantaged	303	620	33345	97	98	96	482	481	499	24	25	17	46	44	36	30	31	46	0	0	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	306	626	79734	98	99	99	529	527	554	7	6	3	25	31	19	68	63	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	310	39243	98	99	99	542	538	568	5	4	2	19	24	12	76	71	85	1	0	1
Male	142	314	40413	98	98	98	513	516	541	10	8	4	32	38	26	58	55	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	303	623	31254	98	99	99	528	527	539	7	6	5	25	31	25	67	63	70	0	0	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	21	44	8943	100	100	92	486	477	495	14	16	11	52	64	51	33	20	38	NA	NA	1
Students without Disabilities	285	582	70791	98	99	100	532	531	561	7	5	2	23	28	15	70	66	83	0	0	0
Limited English Proficient Students	174	388	9138	98	99	97	508	507	492	10	8	13	33	42	46	57	50	40	NA	NA	NA
Migrant Students	58	100	687	100	99	97	536	532	528	5	6	6	26	30	28	69	64	65	NA	NA	NA
Economically Disadvantaged	304	623	33718	98	99	97	528	527	538	7	6	5	25	31	26	67	63	69	0	0	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	97	17	NA	54	97	27	26	50	100	20	21	54
	Language	98	25	25	58	97	33	32	52	100	30	32	58
	Mathematics	98	45	45	62	97	38	38	50	100	28	32	54
8	Reading	94	45	NA	55	97	24	24	51	100	27	25	58
	Language	96	43	43	52	97	34	35	50	100	39	39	56
	Mathematics	96	68	68	61	97	40	40	53	100	35	39	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü School Safety Issues
1 Non-certified Employee(s)	Ü Student Incentive Programs
1 Teacher(s)	Ü Parent/Educator Relations
1 Parent(s)	Ü Staff Recognition
1 Community Member(s)	Ü Increased Parent Involvement
1 Student(s)	Ü School Needs Assessment Review

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	4.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	1	4	0	0
7 to 9 years	0	1	0	0
10 or more years	4	5	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	13
Percent of teachers in the school with Emergency/Provisional Certification	43%
Percent of core classes not taught by Highly Qualified Teachers	53%

Resources Available at School Site	
Special Facilities	
Ü Library	Ü Activity Center/Gymnasium
Ü Computer Lab	Ü Community College/Evenings
Extracurricular Activities	
Ü Interscholastic Athletics	Ü Chess Club
Ü Student Council	Ü Garden Club
Ü Future Business Leaders of America	Ü National Junior Society Club
Ü New York/Washington, DC Trip	Ü Basketball Club
Social Services	
Ü Health Services - School Based Clinic	Ü County Probation Officer
Ü Counseling Services and Peer Mediation	Ü Local Police Enforcement Assistance
Ü Crisis Intervention	Ü Parent Liaison
Ü Migrant counseling	Ü Migrant Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our school was chosen by a national special education group to be part of an important survey, because our Special Education students' scores were in the top 10 in Arizona.
- ü Our students continue to demonstrate improvement on the district Personal Narrative assessment.
- ü We became a chapter of the National Junior Honor Society. We have 15 students currently as members of this important society.
- ü We had our best year in the AIMS scores last year, in writing, 83% of category 2. Also our reading and math scores went up as well, not enough to make AYP but we did have growth.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students wear school uniforms. School rules and discipline matrix are reviewed with students and parents. A PO teaches law-related education and also reviews school rules with every class. Students are supervised at all times during the day. In-school suspension is available to discourage repeated discipline infractions. An alternative program serves as an intervention for at-risk students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Carlos robles	(928) 627-6926
Transportation Policy	Connie Ray	(928) 627-6559
Community Resources	Yolanda Conroy	(928) 627-6923
School Nutrition Programs	Delia Gradias	(928) 627-6928
Parent Organization	Malba Alvarez	(928) 627-6936
Student Health/Nurse	Rosie Figueroa	(928) 627-6974

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.